Kentucky Department of Education
Gap Delivery Plan
December 2011

In Kentucky, we not only believe that ALL children can learn, we approach it from the perspective "each child will learn" at high levels regardless of their ethnicity, gender, socio-economic status, native language or whether they have a disability. So, if ANY student in ANY class is not performing according to the state's high standards and expectations, an achievement gap exists.

The Kentucky Department of Education's (KDE's) mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

VISION/CHALLENGE

KDE's vision is to ensure all students reach proficiency and to empower each student with the skills, knowledge and dispositions that make them college- and career-ready. Achievement gaps exist on each of the state-tested areas by grade level between the various groups of students. The Gap category of the Next-Generation Learners portion of the state's Unbridled Learning accountability model focuses specifically on student groups that traditionally perform below achievement goals. Gap uses the same student test results as those included under Achievement. The strategies in this Gap Delivery Plan will target efforts in Priority and Focus Schools.

The distance from that goal or gap is measured by creating a Student Gap Group -- an aggregate count of student groups that historically have had achievement gaps. Student groups combined into the Student Gap Group include ethnicity/race (African American, Hispanic, Native American), special education, poverty (free/reduced-price meals), gender and limited English proficiency that score at proficient or higher.

Closing the achievement gaps between the various groups of students cannot be accomplished without gap-specific targeted planning and implementation designed to make sure that capacity is built at both the district and school levels.

Kentucky Senate Bill 168 (SB 168, codified as KRS. 158.649) requires schools to identify and address achievement gaps between majority and minority groups of students. Schools must analyze achievement data to determine if significant performance differences exist between majority and minority groups.

The challenge is that there are substantive academic performance differences between the various groups of students. Historically, the percentage of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually for each content area. Data

for the 2011-12 school year from new state testing (Kentucky Performance Rating for Educational Progress, Common Core Assessments, Educational Planning and Assessment System) are expected to indicate Gap performance differences in each of the identified groups. The table below is based upon 2009 and 2010 data. To calculate the combined student Gap Group, non-duplicated counts of students who score proficient or higher and are in the student groups would be summed. No individual student counts more than one time, and all students belonging to recognized subgroups are counted once. The "N" count (number of students reported) is based on total school population, not grade-by-grade enrollment, thus causing almost every school in Kentucky to have a focus on gap groups.

Below is a sample using simulated data for a single school in Kentucky.

DEMOGRAPHIC GROUP FOR MODEL SCHOOL A	READING 2009		READING 2010	
	STUDENT COUNT	PERCENT PROFICIENT + DISTINGUISHED	STUDENT COUNT	PERCENT PROFICIENT + DISTINGUISHED
Non-Duplicated Gap Group*	**279**	**36.20**	**279**	**35.13**
*African-American	163	34.97	154	25.97
*Hispanic	20	50.00	15	46.67
*Native American	0	0	0	0
*With Disability	66	12.12	52	19.23
*Free/Reduced-Price Meals	237	36.71	263	35.36
*Limited English Proficiency	19	21.05	26	3.85
Other Groups Reported				
All Students	303	38.28	304	38.16
Male	175	32.00	165	31.52
Female	128	46.88	139	46.04
White	107	41.12	111	50.45
Asian	4	**n/a	16	50.00

 *Groups included in Gap
**Because the total number of students in this group is less than the "N" count minimum of 10, the data are not reported.

The delivery plan for closing achievement gaps will set annual targets for the state, districts, schools and subgroups. The subgroup performances at the state, district and school levels will be reported as part of the **annual measurable outcomes** toward the goal. The goal is to reduce, by half within five years, the percentage of students in each subgroup scoring in the non-

proficient category. The annual state report cards will provide the level of detail on progress toward goal. An example of what will be reported is found in the table below.

DISTRICT/SCHOOL EXAMPLE OF DATA TO BE PROVIDED ON REPORT CARD

	Baseline Proficiency	AMO Target	'11-12 Goal	'12-13 Goal	'13-14 Goal	'14-15 Goal	'15-16 Goal
African-American	34%	6.6%	40.6%	47.2%	53.8%	60.4%	67%
Hispanic	40%	6%	46%	52%	58%	64%	70%
Native American	30%	7%	37%	44%	51%	58%	65%
With Disability	40%	6%	46%	52%	58%	64%	70%
Free/Reduced-Price Meals	20%	8%	28%	36%	44%	52%	60%
Limited English Proficiency	34%	6.6%	40.6%	47.2%	53.8%	60.4%	67%
College/Career	30%	7%	37%	44%	51%	58%	65%
Proficiency Gap	40%	6%	46%	52%	58%	64%	70%
Overall Gap	30%	7%	37%	44%	51%	58%	65%

+Gap groups must have a minimum of 25 students to be reported; however, all students in any gap group would be reported in the overall gap group.

GOAL:
Increase achievement for all students in Kentucky so that the achievement gap decreases for all subgroups (African-American, Hispanic, Native American, With Disability, Free/Reduced Price Meals, Limited English Proficiency) from ___% in 2012 to ___% in 2017 as measured by school report cards.

(A baseline will be established utilizing the Kentucky state assessment results in 2012.)

BACKGROUND/HISTORY
KDE's work is guided by key legislation driving education transformation. Senate Bill 1, passed in the 2009 session of the General Assembly, required KDE to ensure all Kentucky students graduate college- and career-ready. In order to achieve this goal, the pipeline to college and career readiness begins before students enter high school.

Recent legislative changes detailed in the federal No Child Left Behind (NCLB) Act of 2001 and 2003's Kentucky Senate Bill 168 (SB 168, codified as KRS.158.649 and referred to as Closing the Gap Legislation) require schools to identify and address achievement gaps between majority and minority groups of students. Schools must analyze achievement data to determine if significant performance differences exist between majority students and minority groups. Specifically targeted are racial minorities, students with disabilities, gender disparities, low

socioeconomic groups and students with limited English proficiency or who qualify for English as a Second Language Programs.

The Accountability Model Concept Paper describes the new accountability model that has been proposed as a result of revisions to KRS 158.6451 mandated by 2009's Senate Bill 1. This model offers a balanced approach organized around the Kentucky Board of Education's (KBE's) four strategic priorities of next-generation learners, professionals, instructional programs and support. State regulation 703 KAR 5:200 describes the component of next-generation learners. Within this component, student learning will be measured and reported in proficiency, gap, growth, graduation rate, and college and career readiness. 703 KAR 5:220 explains the overall weight of each component in the new accountability system.

SUMMARY OF STRATEGIES

The executive sponsor of the Gap Plan is Dewey Hensley, associate commissioner of the Office of District 180. The following table includes strategies that will impact student proficiency and identifies appropriate leads responsible for each one.

Strategy	Brief Description	Strategy Lead
Consolidated Planning and Use of Data	The Adaptive System of School Improvement Support Tools (ASSIST) program will be utilized to consolidate and increase likelihood of implementation fidelity through data goals and frequent monitoring of the plan. Specific questions will be asked during the planning process in order to intentionally address the instructional needs of students in the gap subgroups. This will allow planning to meet the instructional needs of students in the Gap subgroups.	Donna Tackett
Communication	Publishing, distribution and training will be centered on the *Guidelines for Closing the Gaps for ALL Students* brochure. These guidelines were developed by the Commissioner's Raising Achievement/Closing Gaps Council. Also, a summer progression plan will be promoted, including the "Find a Book" website involving the partnership with the Council of Chief State School Officers (CCSSO) and Metametrics.	Claude Christian
Flexibility of Funding	Federal funding will be used for districts to target achievement gap subgroups. Federal funding also will be used for districts to target professional development and related activities for improving achievement for gap subgroups.	Donna Tackett

Alternative Individual Learning Plans	An Alternative Individual Learning Plan will be developed to identify every student attending an alternative program. The strategy will identify the status of students, planned duration of alterative placement, actual duration and hold alternative programs and home schools accountable for student achievement.	Sherri Clusky
Digital Learning	Digital learning environments and opportunities that will engage students that have been disenfranchised will be provided. KDE will assist districts in identifying successful digital programs.	Melissa Ferrell
Educational Recovery	Educational Recovery staff will be trained to work with Focus Schools on how to close achievement gaps.	Dewey Hensley
Professional Development for Educational Recovery Staff	Professional development (PD) needs in Focus Schools will be identified through the use of the ASSIST tool. PD that meets the needs of the Focus Schools' staff in closing the achievement gaps in identified subgroups will be developed, along with PD on use of different collaboration models to support students with Individual Education Plans (IEPS). PD on the implementation of teaching instructional strategies also will be developed.	Donna Tackett
Regional Professional Development	Literacy and math consultants in the special education cooperatives will focus on PD in closing the achievement gap for students with disabilities and English language learners.	Johnny Collett, Pam Wininger and Samantha Thomas
Co-Teaching in a Diverse Classroom	Professional development around collaborative teaching practices and models will be scaled up.	Johnny Collett
Progress Monitoring	Working with districts, individual profile sheets in reading and math will be developed for every student with a Program Services Plan (PSP) for English language learners in Priority and Focus Schools.	Sherri Clusky
Intentional Use of Proficiency Strategies for Subgroups	KDE will monitor and provide feedback to districts and schools on the fidelity of proficiency use and implementation for all subgroup populations including students with disabilities and English language learners.	Felicia C. Smith